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R. H. ECKELBERRY . . . . . *Editor*
J. MACLATCHY . . . . . *Assistant Editor*

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Educational Research Bulletin

APRIL 18, 1951
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Teaching Opportunities in 1950

By JOHN O. NIEDERHAUSER, ELISABETH PARTINGTON, AND MARGARET A. VESEY

THE 792 graduates in 1950 from the College of Education was a somewhat smaller group than that of the peak year of 1949 when 840 Seniors were graduated. However, the continuing surplus of teachers in many secondary-school fields and the decreased demand for such teachers combined to make 1950 a difficult year for many young people to secure desirable teaching positions.

Of the 792 graduates of the College of Education, 107 received the degree Bachelor of Fine Arts; 9, Bachelor of Music; and 16, Bachelor of Occupational Therapy. These people were not certificated and did not wish or expect to teach. Of the remaining 660 certificated teachers, 25 who graduated in nursing education were not required to register with the Division of Appointments and hence were not available for placement; graduate study interested 49 men and women; and 22 men were called into military service. Seventeen women were not available for placement because of marriage. In addition, 38 graduates were available only for specific locations, 56 accepted employment other than teaching, and four were undecided about teaching. Deducting these figures from the total number of certificated teachers leaves a group of 449 qualified candidates who were available for teaching positions in September, 1950.

Table I lists the number of graduates of the College of Education for each of the past ten years (*see* Column 2) together with the number wanting to teach and the percentage placed in teaching positions (*see* Columns 4 and 5). It may be noted that in 1950 there was a slight decrease in the total number of graduates from the college in comparison with 1949. There also was a decrease in the number who were available

for placement. However, in view of the fact that many secondary-school teaching fields continue to be overcrowded, the placement of 84 per cent of the available graduates was not unfavorable. The number of beginning teachers placed in positions in 1949 was 441; in 1950, the figure was 379.

The Division of Appointments in 1950 received requests for teachers from each of the 48 states and from the District of Columbia. The total number of calls was 5,196, as compared with a total of 5,678 calls received in 1949. Of the calls received in 1950, 2,205 came from outside the state. These included requests for teachers from Alaska, Guam, Hawaii, the Panama Canal Zone, American Samoa, Central and South America, and the Near East, as well as from the Dependents Schools Service in both Europe and the Far East.

TABLE I

PERCENTAGE OF GRADUATES OF THE COLLEGE OF EDUCATION AVAILABLE FOR PLACEMENT WHO HAVE SECURED TEACHING POSITIONS IN THE LAST TEN YEARS

YEAR OF GRADUATION	GRADUATES OF THE COLLEGE		PERSONS WISHING TO TEACH	
	Total Number*	Percentage Not Available	Number Available	Percentage Placed
(1)	(2)	(3)	(4)	(5)
1941	439	33	296	85
1942	365	44	206	97
1943	347	44	194	97
1944	251	32	169	90
1945	306	12	269	97
1946	303	33	202	96
1947	469	44	260	98
1948	638	41	400	96
1949	840	37	517	85
1950	792	43	449	84

* The graduates who complete their work during the fall quarter of any year are counted as graduates of the next year, for it is then that they are available for placement.

AN ANALYSIS of the 2,137 requests for teachers received from secondary schools is shown in Table II. The first column lists the subject or teaching field for which the call was given; the second column lists the number of calls for each subject as a major; and column three lists those which required teaching in one subject only. The fourth column lists the number of calls which required the teaching of two or more subjects. Columns 5, 6, 7, and 8 show the minor fields requested most frequently with each major subject.

Home economics ranked first this year in the number of

requests made, with 327 calls. Music was close behind with 299 requests. Music was combined with other subjects only 21 times; English was the combination most often asked for.

Other high-school fields following home economics and music in the order of the number of calls received were: English (276), commercial subjects (177), men's physical education (168), industrial arts (140), women's physical education (125), science (124), and mathematics (122). In the science area, requests for physical-science teachers were the most numerous and general science ranked next; biology stood third, physics fourth, and chemistry received the fewest calls. Of the other secondary-school requests received, social studies ranked tenth with 76 calls, and fine arts came eleventh with 63 calls. The field of special education with 55 calls showed a slight decrease from the number of requests received in 1949. The teaching of languages was called for 54 times. Latin was the most frequently requested language, especially in combination with English. Spanish ranked second among the languages; French stood third; and German was fourth. There were 42 requests, or a 25–per cent drop in the number of requests, for library-science teachers this year. There were 81 calls for Negro high-school teachers, all but seven of which came from outside the state.

Table III is similar to Table II in its analysis of high-school calls, but covers the five-year period, 1946 to 1950. The figures listed are the total number of requests received in each field as a single and as a combined unit during the past five years. Comparing 1950 with the total five-year period, decreases are noticeable in mathematics, science, men's physical education, and industrial arts. Home economics and music are the two highest-ranking secondary-school fields in terms of the number of calls received during the period 1946–50 and during this year. The number of requests for English teachers is on the increase. The situation in commercial subjects is relatively the same.

During the five-year period several new categories of calls have been added. Psychology appeared first in 1947. Core, radio, and physical science (physics and chemistry in combination) have been added this year, and each shows the same number of calls in Tables II and III. Speech correction, however, has previously been included in other entries, but the calls have been gathered into the new class in Table III.

TABLE II

ANALYSIS OF HIGH-SCHOOL CALLS RECEIVED BY THE DIVISION OF APPOINTMENTS FOR THE YEAR 1950

SUBJECT OR TEACHING FIELD*	NUMBER OF CALLS IN 1950			NUMBER OF TIMES OTHER SPECIFIC SUBJECTS WERE CALLED FOR IN COMBINATION WITH THE SUBJECT CONSIDERED‡			
	Total	As a Single Subject	Combined with Other Subjects				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Agriculture (*Ag*)	15	13	2	*PE* 1	*Sci* 1	.....	.....
Arts—							
Fine (*FA*)	63	60	3	*En* 2	*SS* 1	.....	.....
Industrial (*IA*)	140	89	51	*PE* 18	*Sci* 12	*SS* 7	*Ma* 4
Commercial Subjects (*Com*)	177	128	49	*PE* 17	*HE* 9	*SS* 8	*En* 7
Distributive Education (*DE*)	2	2	.....	.....	.....	.....	.....
Core§	3	3	.....	.....	.....	.....	.....
English (*En*)	276	78	198	*La* 47	*SS* 23	*PE* 20	*HE* 14
Dramatics (*Dr*)	4	.....	4	*Ra* 2§	*Jo* 1	*Sp* 1	.....
Speech (*Sp*)	27	7	25	*Dr* 12	*En* 8	*Debate* 2	.....
Journalism (*Jo*)	1	1	.....	.....	.....	.....	.....
Home Economics (*HE*)	327	254	73	*En* 36	*PE* 10	*Sci* 9	*SS* 3
Languages (*Lang*)—							
French (*Fr*)	6	1	5	*En* 3	*S* 1	*La* 1	.....
German (*Ger*)	1	1	.....	.....	.....	.....	.....
Latin (*La*)	25	7	18	*En* 13	*Fr* 3	*S* 1	*Debate* 1
Spanish (*S*)	22	5	17	*En* 8	*Fr* 4	*La* 4	.....
Total†	*54*	.....	.....	.....	.....	.....	.....
Library (*Li*)	42	38	4	*En* 3	*SS* 1	.....	.....
Mathematics (*Ma*)	122	51	71	*Sci* 35	*PE* 8	*IA* 5	*Ch* 5
Music (*Mu*)	299	278	21	*En* 14	*FA* 3	*SS* 2	.....
Personnel and Guidance	19	19	.....	.....	.....	.....	.....
Physical Education (*PE*)—							
Men	168	99	69	*Sci* 17	*SS* 14	*Ma* 8	*IA* 7
Women	125	82	43	*En* 9	*SS* 8	*Com* 6	*La* 4
Psychology	11	11	.....	.....	.....	.....	.....

TABLE II [*Continued*]

Subject or Teaching Field*	Number of Calls in 1950			Number of Times Other Specific Subjects Were Called for in Combination with the Subject Considered‡			
	Total	As a Single Subject	Combined with Other Subjects				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Science (*Sci*)—							
Biology (*Bi*)	17	8	9	*GS* 5	*PE* 2	.....	.....
Chemistry (*Ch*)	6	3	3	*Bi* 1	*SS* 1	.....	.....
General Science (*GS*)	42	15	27	*Ma* 10	*PE* 8	*Bi* 3	.....
Physical Science (*PS*)§	51	15	36	*Ma* 15	*PE* 8	*Bi* 8	.....
Physics (*Phy*)	8	6	2	*Bi* 1	*Ma* 1	.....	.....
Total†	*124*	.....	.....	.....	.....	.....	.....
Social Studies (*SS*)	76	44	32	*PE* 14	*En* 6	*Ma* 5	*Jo* 2
Special Education (*SE*)	55	55	.....	.....	.....	.....	.....
Speech Correction	7	7	.....	.....	.....	.....	.....
Total	2,137	1,380	.....	.....	.....	.....	.....

* In the parentheses after each subject is given the abbreviation used in Columns 5–8.

† Totals, when the calls for the subgroups for languages and for sciences are added together, are set in italics and are given in Column 2, but they are not included in the final total figure.

‡ Columns 5–8 show additional subjects listed on calls in Column 4.

§ Several new subjects are added this year. Two new abbreviations are used in this report: (*PS*), physical science (physics and chemistry); (*Ra*), radio.

TABLE III

ANALYSIS OF HIGH-SCHOOL CALLS RECEIVED BY THE DIVISION OF APPOINTMENTS FOR THE YEARS 1946–50

SUBJECT OR TEACHING FIELD*	NUMBER OF CALLS IN 1946–50			NUMBER OF TIMES OTHER SPECIFIC SUBJECTS WERE CALLED FOR IN COMBINATION WITH THE SUBJECT CONSIDERED‡			
	Total	As a Single Subject	Combined with Other Subjects				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Agriculture (*Ag*)	160	118	42	*IA* 8	*Sci* 5	*Bi* 3	.....
Arts—							
Fine (*FA*)	517	491	26	*Mu* 8	*En* 5	.....	.....
Industrial (*IA*)	903	648	255	*PE* 124	*Sci* 51	*Ma* 39	*SS* 14
Commercial Subjects (*Com*)	899	764	135	*PE* 36	*En* 33	*SS* 16	*HE* 16
Distributive Education (*DE*)	7	7	.....	.....	.....	.....	.....
Core§	3	3	.....	.....	.....	.....	.....
English (*En*)	1,435	576	859	*SS* 170	*La* 160	*Sp* 84	*PE* 47
Dramatics (*Dr*)	16	5	11	*SS* 3	*Ra* 2§	*Jo* 1	*Sp* 1
Journalism (*Jo*)	6	6	.....	.....	.....	.....	.....
Speech (*Sp*)	119	41	78	*Dr* 41	*En* 28	*Debate* 3	*Jo* 3
Geography	13	9	4	.....	.....	.....	.....
Home Economics (*HE*)	1,779	1,414	365	*En* 152	*GS* 38	*PE* 34	*Sci* 20
Languages—							
French (*Fr*)	63	12	51	*En* 17	*S* 9	*La* 8	*SS* 6
German (*Ger*)	8	4	4	*En* 1	*La* 1	*Hist* 1	*Sp* 1
Latin (*La*)	200	44	156	*En* 96	*S* 19	*Fr* 16	*SS* 7
Spanish (*S*)	142	47	95	*En* 50	*La* 17	*Fr* 13	*Ma* 2
Total†	*413*	*107*	*306*	.....	.....	.....	.....
Library (*Li*)	266	239	27	*En* 21	.....	.....	.....
Mathematics (*Ma*)	891	455	436	*Sci* 203	*PE* 79	*En* 29	*Phy* 19
Music (*Mu*)	1,862	1,673	189	*En* 119	*FA* 26	*SS* 11	*PE* 6
Personnel and Guidance	124	124	.....	.....	.....	.....	.....
Physical Education (*PE*)—							
Men	1,115	556	559	*SS* 118	*Ma* 112	*IA* 89	*Sci* 84
Women	735	564	171	*En* 44	*SS* 32	*Sci* 15	*Com* 6
Psychology	72	72	.....	.....	.....	.....	.....

TABLE III [*Continued*]

Subject or Teaching Field*	Number of Calls in 1946–50			Number of Times Other Specific Subjects Were Called for in Combination with the Subject Considered‡			
	Total	As a Single Subject	Combined with Other Subjects				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Science (*Sci*)—							
Biology (*Bi*)	124	46	78	*PE* 20	*GS* 20	*Phy* 12	*Ch* 6
Chemistry (*Ch*)	97	39	58	*PE* 18	*Phy* 14	*Bi* 10	*Ma* 10
General Science (*GS*)	439	179	260	*Ma* 111	*PE* 64	*Bi* 24	*Phy* 17
Physical Science (*PS*)§	51	15	36	*Ma* 15	*PE* 8	*Bi* 8	.....
Physics (*Phy*)	184	44	140	*Ma* 43	*Ch* 32	*Bi* 22	*PE* 21
Total†	*895*	*323*	*572*	.....	.....	.....	.....
Social Studies (*SS*)	683	382	301	*PE* 95	*En* 91	*Ma* 20	*Lang* 11
Special Education (*SE*)	355	351	4	.....	.....	.....	.....
Speech Correction	28	28	.....	.....	.....	.....	.....
Total	13,296	8,956	.....	.....	.....	.....	.....

* In the parentheses after each subject is given the abbreviation used in Columns 5–8.

† Totals, when the calls for the subgroups for languages and for sciences are added together, are set in italics and are given in Column 2, but they are not included in the final total figure.

‡ Columns 5–8 show additional subjects listed on calls in Column 4.

§ New category this year (1950).

THE total number of graduates with majors in each teaching field for the years 1949 and 1950, with the percentage of those placed who desired to teach, is shown in Table IV. In contrasting the percentage of graduates placed in their respective major fields for 1949 and for 1950, definite increases are noted. This is true for industrial arts, business education, English, French, Spanish, music, women's physical education, psychology, and social studies. The 20–per cent surge in social studies was the direct result of the dual-certification program; one-third of those with majors in this field were certificated also in elementary education. Partial credit for the increased percentage is due to the fact that there were fewer graduates seeking positions this year. Sharp decreases in the percentage placed are listed for biology, men's physical education, general science, and mathematics. In all of these latter fields, there were definite cuts in the number of calls received this year; the total this year was 420 less than that for 1949.

A summarization, showing for 1949 and 1950 the differences in the number graduating, the number desiring to teach of those qualified to do so, and the number accepting positions, is made in the table which follows:

	Total Number	
	1949	1950
Graduating	840	782
Degrees of Bachelor of Fine Arts, Bachelor of Occupational Therapy, and Bachelor of Music	127	132
Certificated to teach	713	660
Not available	196	211
Desiring to teach	517	449
Accepting positions	441	379

Salaries offered on the secondary level ranged from $1,800 to $4,400. No one was recommended in response to calls for positions paying less than $2,000. Most beginning teachers were offered salaries ranging from $2,400 to $2,600, with a few obtaining salaries in the $3,000 bracket. On most of the calls paying $3,000 or more, however, graduate training and experience were prerequisites.

Recently a study was made of the community size in which the 1950 graduates were placed. It was found that half of the 379 graduates accepting positions were placed in cities with populations of one hundred thousand or more. Nearly 100 of these placed in large cities were employed as elementary-school teachers. Most of the other beginning teachers were absorbed into rural communities with populations under two thousand.

TABLE IV

THE NUMBER OF MAJORS IN EACH FIELD, THE NUMBER INTERESTED IN TEACHING, AND THE PERCENTAGES SECURING POSITIONS, FOR THE YEARS 1949–50

TEACHING FIELD	NUMBER OF MAJORS IN 1949*	TEACHING POSITIONS IN 1949		NUMBER OF MAJORS IN 1950*	TEACHING POSITIONS IN 1950	
		Number Desiring	Percentage Placed§		Number Desiring	Percentage Placed§
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Arts—						
Fine	33	24	92.0	36	23	87.0
Industrial	72	55	74.5	65	44	79.5
Business education	32	23	95.7	20	15	100.0
Distributive education	2	2	100.0	.....	.....	.....
Dental hygiene	20	16	100.0	1	1	100.0
Elementary education	97	84	100.0	125	109	100.0
English	56	37	78.4	39	28	85.7
Speech	27	16	75.0	28	16	75.0
Speech and hearing	3	.....	.....	4	4	100.0
Geography	.....	.....	.....	4	2	100.0
Health†	.....	.....	.....	1	1	0.0
Home economics	7	5	100.0	9‡	5	80.0
Languages—						
French	7	4	25.0	8	5	80.0
German	2	2	50.0	2	2	50.0
Latin	1	1	100.0	.....	.....	.....
Spanish	17	14	42.0	8	4	50.0
Mathematics	33	29	96.6	37	26	84.6
Music	44	34	94.1	45	36	94.4
Physical Education—						
Men	84	64	79.7	75	51	58.8
Women	24	16	81.3	18	12	100.0
Psychology	14	11	54.6	6	2	100.0
Science—						
Biology	35	24	75.0	42	29	58.6
Chemistry	24	18	100.0	16	8	87.5
General science	34	23	91.3	53	34	70.6
Physical science†	.....	.....	.....	15	11	90.9
Physics	14	10	100.0	5	5	60.0
Social studies	128	76	72.4	86	57	84.2
Special education	.....	.....	.....	1	1	100.0

* Double majors are counted in each field.

† New category this year. The term physical science signifies a physics and chemistry combination.

‡ Includes only graduates holding the degree B.S. in Education. In addition to these, the School of Home Economics of the College of Agriculture graduated 36 vocational home-economics teachers in 1950, of whom 29 indicated their interest in teaching by registering with the Division of Appointments. The School of Home Economics reported that 100 per cent of those available for teaching were able to secure positions.

§ Based on the number desiring to teach.

TABLE V

DISTRIBUTION OF ELEMENTARY-SCHOOL CALLS FOR 1948 TO 1950*

Type of Calls	1948	1949	1950	1948	1949	1950
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	In State			Out of State		
Nursery school	....	....	8	....	....	1
Kindergarten	143	54	47	71	132	47
Primary—						
Grades I, II, III	530	492	432	223	314	168
Intermediate—						
Grades IV, V, VI	436	286	301	149	177	112
Junior high—						
Grades VII, VIII	12	10	13	23	2	6
Building teacher-principal	21	10	4	....	5	1
Total number	1,142	852	805	466	630	335
	Foreign			Total		
Nursery school	....	....	....	....	....	9
Kindergarten	63	6	55	277	192	149
Primary—						
Grades I, II, III	33	15	65	786	821	665
Intermediate—						
Grades IV, V, VI	45	23	60	630	486	473
Junior high—						
Grades VII, VIII	16	....	3	51	12	22
Building teacher-principal	....	2	....	21	17	5
Total number	157	46	183	1,765	1,528	1,323

* The Appointments Division received 19 calls for Negro elementary-school teachers not included in this table.

THERE were 125 regular elementary-education majors graduated in 1950. In addition to this number 20 persons with secondary-school certificates completed the 45-hour retraining program giving preparation for elementary-school teaching. Together, these two groups provided 145 teachers trained for elementary-school teaching. Of this number, 128 candidates wished to teach and secured teaching positions.

The total number of calls for teachers for elementary schools received by the Division of Appointments in 1950 was 1,342, a decrease of 205 calls from 1949. Table V shows the figures for 1950. It will be noted by examining the table that the decrease has been largely in the out-of-state requests. The states giving the greatest number of requests were Michigan (84), Illinois (77), and California (60). There were 153 calls for elementary-school teachers from Hawaii. The Negro calls numbered 19, ten of which came from Ohio schools.

DURING 1950 the Division of Appointments received 177 calls for administrative positions, 179 during 1949, and 212 during 1948. The vacancies reported in 1950 were as follows:

Administrative Positions	Number of Calls
College administrative officers	9
Superintendent or assistant superintendent	32
Other public-school administrative officers	9
Executive head	28
Secondary-school principal or supervisor	41
Laboratory-school principal	10
Elementary-school principal or supervisor	48
Total	177

As may be noticed in this table, opportunities continue to be good for beginning school administrators in small schools. Several years' teaching experience and the Master's degree in school administration are generally required for such candidates. For many of the better-paying administrative positions in the public schools, particularly outside Ohio, demand continues to be shown for persons with experience who are approaching or have received the doctoral degree.

The requests for elementary-school principals and supervisors offered salaries ranging from $2,400 to $5,000, and those for secondary-school principals and supervisors from $2,400 to $8,000. Salaries for executive heads in local school districts in Ohio ranged from $3,100 to $5,500, for superintendents from $4,000 to $15,000, for other public-school administrative positions from $3,800 to $6,600, and for laboratory-school principals from $3,600 to $7,000. The higher salaries were usually offered for a few of the best positions only. Salary offers for college administrative positions ranged from $4,500 to $7,600.

THE Division of Appointments received 1,249 requests for college staff members in 1950 as compared with 1,181 such requests in 1949. These calls were received from every state except Maine and Wyoming. New York ranked first with 118 calls, followed by Ohio with 100. Other high-ranking states in the following order were: California (68), Wisconsin (63), Iowa (60), Michigan (57), Pennsylvania and Texas (each 49), Minnesota (48), Washington (47), Indiana (44), and West Virginia (43). The majority of college calls were

in the following subjects:

Subject	Number of Calls	Subject	Number of Calls
Education	266	English	72
Critic teaching	179	Physical education	53
Home economics	117	Commerce	43
Psychology	87	Music	39
Personnel and guidance	78		

The salaries listed for the 1,249 college staff positions ranged from $2,000 to $7,600. The majority ranged from $2,500 to $4,500, with many falling in the $3,000 to $4,000 range.

As INDICATED earlier in this report, this division received 5,196 calls during 1950. The following table shows how this volume compares with that of other selected years in the past:

	Total Calls		Total Calls
1950	5,196	1946	5,565
1949	5,678	1941	3,457
1948	7,319	1940	2,235
1947	7,451	1936	1,908

The Division of Appointments assisted 650 candidates to secure employment in the various types of positions in 1950, as compared with 605 who were given assistance in 1949. Credentials were sent to 9,966 prospective employers to help them evaluate candidates being considered for their positions. A total of 3,536 interviews were held with students, faculty members, alumni, and employing officials. These interviews concerned teaching opportunities, qualifications of candidates, salary trends, revision of credentials on file, and other data.

Investigations in Teacher Supply and Demand Reported in 1950

By R. H. ELIASSEN AND EARL W. ANDERSON

A REVIEW of investigations in 1950 reveals that few changes in teacher supply and demand relationships occurred during the year. The serious shortage of elementary-school teachers which prevailed during recent years continued. Except in a few subject fields in which there was considerable demand, and except in a few states, there was, in general, an oversupply of secondary-school teachers.

The most significant study made of teacher supply and demand during 1950 was that sponsored by the United States Department of Labor, Bureau of Labor Statistics, in co-operation with the Veterans Administration. This very complete report includes data for every state, indicating that the nation will need at least eight hundred thousand new elementary-school teachers within the next ten years to provide for replacements and to meet the needs of increased enrollments, but that the number of high-school teachers needed annually will decline until 1952, increase slightly thereafter until 1956, and then expand rapidly until 1960. It was estimated that each year during the present decade there will be an increase of at least one million pupils and by 1959–60 there will be ten million five hundred thousand more pupils than were in our schools in 1946–47 (47). This increase is phenomenal and represents a greater number of pupils than the total school enrollment in the states of California, Illinois, Michigan, New York, North Carolina, Ohio, Pennsylvania, and Texas in 1946 (36).

The serious problem relative to supply and demand as it existed in 1950 lay in the fact that while the demand for elementary-school teachers was acute and the supply of secondary-school teachers more than adequate in most fields, the situation was seemingly not getting better. The number preparing for elementary teaching was far from adequate, while that in secondary teaching was not being sufficiently reduced or redirected to meet the new demands (30). Maul showed that the ratio of demand to supply for elementary-school teachers for 1950 was approximately 12 to 3; for high-school teachers about 10 to 11 (26). Other studies similarly

indicated that one elementary-school teacher was trained for every four needed and two secondary-school teachers were trained for every one needed (42, 47). Bowers found that the annual supply of high-school teachers in Ohio in 1950 reached an all-time peak, whereas the demand had been declining since 1939 (3).

For the same year he reported a 10–per cent increase in the number of elementary-school teachers prepared in Ohio. In spite of this increase, the 1,349 teachers prepared met less than one-fifth the demand for 6,808 new teachers in that area (3). According to another investigator there was a nation-wide need for one hundred thousand new elementary-school teachers in the fall of 1950, whereas the supply represented by qualified elementary-school teachers graduating from our colleges that year was only 22,460, and not all of them desired to teach (41).

Gordon in his appraisal of the situation stated:

> Not only was there at the elementary-school level a shortage so great that the demand was three times the supply in 1949, but "the total number of teachers needed for grades below the high-school level will continue to mount until the late 1950's owing to increasing elementary-school enrollments resulting from the abrupt rise in the birth rate since 1940." On the other hand, how dismal is the prospect for most of those aspiring to teach in secondary-school level, where the supply in 1949 was four times the demand (15).

It was estimated that the peak enrollment for elementary schools will be reached in 1957 and that from that time until 1965 there will be a greatly increased demand for secondary-school teachers (10, 15, 47). The Research Division of the National Education Association received from state school officers of 43 states information which indicated a great shortage in the elementary grades; some shortage in special subjects, especially in the rural areas; and large numbers of temporary teachers employed. All states reported a shortage of teachers in the elementary school; only three states, a shortage in the secondary-school area (30).

Although the shortage of elementary-school teachers was almost nation-wide, in two states, namely Massachusetts and Nevada, the supply seemed adequate. Similarly, with a surplus of high-school teachers available in most states, in Georgia, Idaho, Louisiana, and Virginia there seemed to be considerable

demand for teachers, especially in some sections (47). Goetch reported placement of more than 80 per cent of the graduates of the Iowa State Teachers College in most high-school subjects in 1950 (14).

As has been true in recent years, the level at which there existed the greatest need for teachers was that of the primary grades, with this need more acute in the rural areas (47). More men teachers were seriously needed (47, 32). In the secondary fields the oversupply was most pronounced and universal in English (9, 10, 21, 47), foreign languages (9, 10, 21), men's physical education (9, 10, 21, 47), social studies (9, 10, 21, 47), and industrial arts (9, 10, 21). Where shortages were reported they existed for the most part in the following subject areas: library science (7, 9, 42), mathematics (7, 9), girls' physical education (9, 42), Latin (9), speech (9), special education (42), agriculture (42), and industrial arts (42, 47). Supply-demand relationships in industrial arts varied widely in different geographical areas. In some states there was a definite surplus of such teachers; in others there was considerable demand for them.

Kidwell attempted to determine whether or not the passage of a statute raising teachers' salaries $400 a year influenced the difficulty of securing competent new teachers in the public schools of Texas (20). Advanced estimates of teacher supply and demand for the United States for the year 1950–51 and for three subsequent years were made by the Research Division of the National Education Association (30).

Among other significant studies were the following: Under the sponsorship of the National Commission on Teacher Education and the North Central Association, Maul studied the quality of preparation of teachers as well as the supply and demand (26). Armstrong made a careful study of the single curriculum as it was practiced throughout the United States (2). Byers made a survey of teacher recruitment practices in 313 selected high schools, 260 of which were in California (5). Fuller studied teacher quota programs and presented arguments both pro and con (13). Nutting in a doctoral dissertation reported the findings of a study of the attitudes toward elementary-school teaching on the part of students from the sixth, ninth, twelfth, and fourteenth grades, and of teachers employed in elementary and secondary schools (32). Howard

questioned college officers, school superintendents, and Alabama teachers during the year 1948–49 to attempt to get a picture of the supply-demand situation and a basis for estimates. He made a separate study of the need for Negro teachers, finding that it followed closely the picture as regards white teachers (16). Orleans estimated the number of teachers to be prepared by the four city colleges for the various New York City license positions for the five-year period 1949–54. During this period the need for 11,200 new teachers was anticipated, 5,348 to fill new teaching positions. About three-fourths of these teachers should be available from the city colleges; one-fourth must come from other sources (33). Estimates of the number of new teachers needed in the senior high schools of New York City during the years 1955–62 were made by Travers and Katz. They estimated that the senior–high school enrollments in New York City will increase from 170,053 in 1955 to 260,647 in 1962. They reported a downward trend in 1950 in enrollment in accounting, business practice, French, Latin, German, Italian, and home nursing in New York City senior high schools; an upward trend was found in enrollments in stenography, typing, secretarial practice, general science, physiography, biology, Spanish, speech, physics, and Hebrew (45). An article entitled "What's Happening in Teacher Education" presented a report of significant projects in teacher education throughout the country (49). Mosier summarized investigations of college teacher supply-demand relationships in 210 colleges. He found that they reported frequent overload, a turnover of 20 per cent a year, and a 5–per cent temporary staff (28).

For some time students of the problem of teacher recruitment have recommended that the search for promising candidates for this important profession should begin in the high school or even in the elementary grades. Byers found that only 25 per cent of 260 selected California high schools had teacher-recruitment programs and that 35 per cent of high schools outside California that were surveyed had such programs. He reported that recruitment techniques used by high schools were the following:

Field trips to elementary schools
Career and vocational conferences

Interviews with capable students
Visits from representatives of teacher-training institutions
Poster displays of literature on teaching
Articles dealing with the demand for teachers and the opportunities for teaching made available to high-school students
Future teachers' club organization and promotion
Guidance committees
Films dealing with teaching
Discussion and study of teaching as a part of the high-school curriculum (5)

As usual, there has been some consideration of the causes of the present shortage of elementary-school teachers. These may be summarized as follows:

Increase in general population (41)
Increased school enrollment caused by increased birth rate (6, 46)
Too few people entering the profession (6, 46)
Teachers leaving the profession (6, 46)
Teachers going to states paying larger salaries (7)
Lengthened school term (41)
Increased holding power of the schools (41)
Decrease in child labor (41)
Inadequate salaries (32)
Lack of prestige for the elementary-school teacher (32, 40)
Pre-service preparation of the elementary-school teacher is more difficult than that of the high-school teacher (40)

MANY suggestions were made for the improvement of the present situation. These ranged from making teaching more professionalized, with more prestige for those who are members of the teaching fraternity, to more specific suggestions for interesting potential candidates in teaching. These suggestions were:

1. Develop the positive side of teaching (10)
2. Interpret teaching more directly to those who have the potential for success (10)
3. Set up a program for national accreditation and improvement of colleges preparing teachers (10, 24, 37, 40)
4. Provide improvements in teacher salaries and teacher welfare (19, 29)
5. Expand and improve the in-service training program (19, 29)
6. Put more stress on maintaining high standards (26, 32)
7. Emphasize the opportunity for service (5, 6, 46)
8. Emphasize the social significance of teaching (5, 6)
9. Stress the joy of working with children (5, 6)
10. Improve counseling systems in colleges and high schools (6, 12, 18, 37)

11. Provide scholarships for worthy teacher prospects (6, 18)
12. Provide more opportunities for college students to work with children (6, 37)
13. Introduce the single or dual curriculum of teacher education (2, 4, 49)
14. Retrain secondary-school teachers who are interested in elementary-school teaching (4, 8, 15, 21, 37)
15. Introduce the fifth year for training elementary-school teachers (32, 37)
16. Spend more money for teacher education (38)
17. Increase the prestige of elementary-school teachers to equal that of secondary-school teachers (32, 44)
18. Increase salaries of elementary-school teachers to equal those of secondary-school teachers (44)
19. Provide a greater share of the funds in teacher education for education of elementary-school teachers (44)
20. Make further study of teacher quota systems (13)
21. Make more national or regional studies of the teacher-shortage problem (12, 32, 36, 38)
22. Get all teachers to be living examples of good teaching (32, 46)
23. Set up more professional contacts with potential teachers before they come to college (18)
24. Remove unreasonable restrictions for teachers in elementary-school grades (32)
25. Recruit teachers for elementary school among high-school students (5)
26. Raise requirements for secondary-school teaching (23)
27. Use better selection techniques (23)
28. Attempt to get more men in the elementary grades through equalizing salaries and loads between elementary- and secondary-school teaching (27, 39)
29. Establish higher salaries for men (35)
30. Make stringent selection for teacher education (40)

The problem of relating teacher supply to teacher demand during the coming five years is clearly that of increasing rapidly the number of qualified teachers for the elementary schools, and of decreasing sharply the number qualifying each year for secondary-school teaching. Perhaps from among the thirty suggestions just listed, some will be utilized in solving this serious problem of providing at all times enough competent teachers in all of the schools. [Vol. XXX, No. 4]

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EDITORIAL COMMENT

The Kellogg Project

THE recent approval of the so-called "Kellogg Project" in the preparation of school administrators is one of the most important events in the history of the College of Education, Ohio State University. On the basis of a plan proposed by a committee from the Colleges of Agriculture, Education, and Medicine and the School of Social Administration, the W. K. Kellogg Foundation made a grant of $289,150, the largest grant ever given to the College and one of the largest in the history of the University. In addition to the Kellogg grant, the budget for the project calls for contributions from the University and participating school communities of $185,000, making a total of $474,150.

More important than the amount of money involved is the general plan. The official title is: "The Ohio State University Study of School-Community Development: a Five-Year Co-operative Program in School Administration." While this title is somewhat cumbersome, it does indicate the nature of the project. The purpose is not merely to find better ways of training school administrators in certain technical aspects of their jobs; this is a study of how the school and other agencies can work together to promote the best possible development of the community. It is a program in school administration because it is believed that the school administrator is the key person in school-community development, and that the most effective way to promote such development is to provide the best possible preparation for persons aspiring to positions as school administrators.

It is a large-scale co-operative project. While the College of Education will administer the project, many other agencies, on and off the campus, will collaborate with it. The members of the University Advisory Committee represent the University administration, agricultural extension, economics, education, law, pediatrics, physical education, political science, psychology, social administration, sociology, special and adult education, and the University School. The central staff will be appointed

after consultation with this committee. Consultants and resource persons from many areas within the University will participate.

Several school communities will serve as collaborators and field laboratories. Their representatives will constitute an Advisory Committee of School Communities which will work closely with the staff and the University Advisory Committee. Through a Professional Advisory Committee, the help of the Ohio Education Association, the State Department of Public Instruction, and other Ohio institutions which train school administrators will be secured. Probably other agencies will be involved as the project proceeds.

As the title indicates, the project is to run for five years, beginning July 1, 1951. A great deal of preliminary planning, of course, has already been done, both before and since the Kellogg grant was made. During the first year of the project it is expected that the central staff will be organized, further planning done by the staff in consultation with the University and professional advisory committees, two field-laboratory school communities selected, consultants from inside and outside the University involved in the program, and teaching by teams on the campus begun. The second year will see work started in the two community centers, the selection of three additional local centers, the organization of the School-Community Advisory Committee, a merging of the University and the professional advisory committees, and the continuation of other phases of the project. By the end of this year, the project will be in full swing. During the last year, evaluation studies will be prepared.

The Ohio State University program is a portion of a larger program sponsored by the American Association of School Administrators and the Kellogg Foundation which has resulted in the development of projects at five other universities. While the program here is not officially a part of that of any other institution, close liaison will be maintained with other centers, especially that at Chicago.

An important feature of the project is its functional approach. The preliminary plan lists in considerable detail the kinds of personal and professional competence that the school administrator needs. These include not only competence in the

[*Continued on page 111*]

READINGS

Books to Read

EDUCATIONAL POLICIES COMMISSION. *Point Four and Education.* Washington, D. C.: National Education Association, 1950. iii+27 pp.

This brief document is deceptive in title and in length. The title suggests a technical treatment of specific law; the length suggests that so far as education is concerned, not too much is at issue. Neither suggestion is warranted. Much is at issue, including our survival.

Point Four is recognized as a bold and imaginative stroke which, if wisely followed through, may sweep aside many of the causes for unrest in the world (a condition, as the Commission notes, which Russia is prepared to exploit in ruthless manner) and gain us a footing on the road to peace. What is significantly recognized, however, is that "technical assistance can never be merely *technical*"; that, since "culture possesses an organic quality," the "introduction of new elements, even though they be labelled 'technical,' will affect sooner or later the entire culture . . . including not only the ways but also the ends and values of life" (page 11).

The Commission enters a plea, therefore, that we rise to a realizing sense of the "profound educational implications" of this purpose to assist backward peoples and, with this view, it presents a series of guiding "principles, considerations, and proposals." These recognize the fact that whatever we do in relationship to others must be done, if success or technical aid is to result, in terms of the special features of each culture, in co-operation with, and through, representatives of each given culture, and in recognition of the further fact that, since this is an educative problem, sustained effort on our part is required.

An appendix presents the text of that part of the legislation (Foreign Economic Assistance Act of 1950) which deals with the Point Four Program.

H. GORDON HULLFISH

DIVISION OF RESEARCH AND GUIDANCE OF THE OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS. "Guidance Handbook for Elementary Schools," and "Guidance Handbook for Secondary Schools." Los Angeles, California: California Test Bureau, 1948. xiv+ 158 pp. and xxi+246 pp.

These companion guidance handbooks—one for the elementary and the other for the secondary schools of Los Angeles—are a notable addition to the growing list of resources for guidance workers, teachers, administrators, and parent groups. In as much as the general outline of both handbooks is parallel, this review will discuss them as one.

The basic difference between the two volumes is one of emphasis due to the difference in the maturity of children at the two levels. As stated in "Guidance Handbook for Secondary Schools," "no one given technique is set up as the answer for the guidance problems of youth" (page vii). Rather, such techniques as the interview, anecdotal and cumulative records, collecting

and recording data, use of guidance data and tests, improving professional growth, and working with parents and the community are carefully treated in both. In addition, evaluation and appraisal of the guidance program have important places in the two handbooks. An excellent appendix containing suggested sample records, organization charts, test records, lists of tests, and selected references completes each book.

In "Guidance Handbook for Elementary Schools" much space is devoted to a discussion of the development of a healthy personality and special study of individual children, including an entire chapter on children with special needs such as those of "the physically handicapped, intellectual deviate and socially maladjusted child." Helpful suggestions are presented for the teacher in the use of mental-hygiene methods with comparison of the effects of various types of treatment.

In the "Guidance Handbook for Secondary Schools," the rôle of the administrator is thoroughly discussed and suggestions are made as to how he can play his part in improving the guidance program. Much attention is given to educational and vocational planning, and an excellent chapter on modern materials is included.

These volumes should be a source of assistance to any educator interested in providing more adequate service to the children and youth of his school. They present modern viewpoints and techniques and the practical approach of one school system to a very timely problem. They are interestingly written, meaty, and thorough in treatment, and should make a valuable addition to the professional library of the educator interested or engaged in guidance.

MARY J. DRUCKER
Assistant State Supervisor, Guidance Services

HEISS, ELWOOD D.; OBOURN, ELLSWORTH S.; AND HOFFMAN, CHARLES W. *Modern Science Teaching.* New York: Macmillan Company, 1950. viii+462 pp.

This volume is an excellent revision of a good textbook. The authors draw extensively on research investigations in their effort to set forth a consistent point of view and pattern of procedures in the teaching of science. The various aspects of science teaching are considered—philosophy and objectives, method and technique, curriculum, evaluation, and materials. Generous bibliographies and suggestions for further study are provided with each chapter.

In general, the text is organized and written in a style suitable to the beginner in the field; that is, the undergraduate student. His needs are characteristically kept in the foreground. However, certain materials are almost superfluous from the standpoint of the undergraduate, as, for example, the rather extensive section relating to alternative plans for laboratory design. Such material is, of course, interesting and pertinent to the concerns of the more advanced student.

The treatment given is stronger in methodology than in curriculum. Consideration of curriculum as experience related to interest and need could very profitably be expanded to provide needed detail.

The section of the volume dealing with sensory aids provides a wealth of detail; in fact, an overabundance for the beginner. Even so, it may prove to be the most valuable part of the book.

JOHN S. RICHARDSON

BERENDA, RUTH W. *The Influence of the Group on the Judgments of Children.* New York: King's Crown Press, 1950. xv+88 pp.

This book reports a study of the effect of social pressure on the behavior of children from the age of seven through the age of thirteen. The author has investigated both the quantitative and the qualitative effects of "the nature of this 'pressure,' the conditions under which it is effective in modifying judgments, and the child's conception of such situations and his reaction to them" (page 12). Four specific social situations were considered: first, a minority of one versus a group; second, one child versus his teacher; third, the estimates of a minority versus the estimates of a majority; and fourth, the comparisons of a minority versus the comparisons of a majority. Individual protocols were utilized to supplement the quantitative results obtained from each of the situations. Simple perceptual material was used. For example, the children were asked to identify which of three lines was equal to a standard line. The majority, in each case, were instructed to give unanimously some obviously incorrect answers. Although quantitative results support, in some cases, the classical hypothesis that the individual is a victim of social pressure in "following" the majority, qualitative results (from individual protocols) indicate that even when such "following" does occur, it is not a blind and uncritical acceptance of the majority. When the objective situation is ambiguous and indefinite, the opinions of the majority are accepted. However, when the individual encounters a situation which he perceives as logical within a certain range, any majority judgment outside such limits becomes much less effective in influencing him.

A serious criticism of the book is the lack of clarity and meaningfulness in the graphs presented, particularly those on pages 64–70. Then, too, the abundance of statistical terms and data would indicate that at least a basic knowledge of statistics is essential to the reader.

Teachers and counselors in particular would profit from a study of this book and the author's reformulated conception of man as a social being. "Instead of envisaging him as a slave of habits and of the drive for gratification, we should also recognize man's great need for structurization, for clarity, for an honest understanding of the world around him" (page 81).

ROBERT E. HUBBARD

CRONKHITE, BERNICE BROWN, editor. *A Handbook for College Teachers.* Cambridge, Massachusetts: Harvard University Press, 1950. xi+272 pp.

In a series of lectures to graduate students who were planning to go into college teaching, 19 professors, most of them from Harvard and all but one in academic areas, gave suggestions drawn from their wide experience in teaching. This volume reports those lectures, which are on the following subjects: the teaching process; conflicts in the learning process; the evaluation of teaching; values, methods, and criteria in teaching; teaching the humanities, the natural sciences, and the social sciences; scientific aids to learning; effective speech; faculty organization; professional societies; study abroad; research and publication; the search for a teaching position; the rôle of higher education for democracy; developing responsible student initiative; and significant phases in the history of higher education.

To the reviewer the most outstanding lectures were those on the rôle of higher education in America by Howard Mumford Jones, which should have

been the first in the series, and the one on conflicts in the learning process, by William G. Perry, Jr. Two of Perry's statements are:

> . . . you will find that you are not just a Ganymede or a Hebe standing at the fountain of knowledge with a little cup, but rather you will find that your students are quite properly responding to you as if your other hand, the one you have behind your back, had brass knuckles on it. They will be responding to you as if you were saying, as you must say—as you cannot escape saying whether you put it into words or not—not only, "Come and drink from the fountain of knowledge," but also, "And while you are at it, bud, you do it our way *on time*; if you don't, you will not only not get these lovely things, but you will be sent shamefully home, a failure."
>
> . . . . . .
>
> We might digress for a moment here and look at a curious application of this Social Contract in the educational world. It is perfectly clear to Me, in the educational world, that what They want is for me to be good; what They want is for me to do my duty, which is to sit down and do this studying that I have been given to do. If I do that, their part of the bargain is that They will give me the good grade that I want, so we get the curious formula which you find running throughout education, namely: work through time equals grades (pages 21, 23).

The reviewer disagrees with the implication of the statement of Ivor A. Richards that "there is a general suspicion that really good teaching is everywhere getting scarcer and scarcer" (page 12), and with a statement by Wallace B. Donham that "we know less about new students when they come to us—this generation of college entrants—than has been true at any time in the past" (page 238). In these respects the old saying that things are not as good as they used to be, they never were, is applicable. There is evidence that colleges are using wisely far more information about students than they ever did before.

The volume should be distinctly helpful not only to prospective but to present college teachers. The lecturers took their assignments seriously and presented much very useful information and advice for beginning college teachers. Teachers in specific fields should get values from the discussions on teaching in areas other than their own.

EARL W. ANDERSON

COLE, LUELLA. *A History of Education*. New York: Rinehart and Company, 1950. xx+700 pp.

Luella Cole's belief that conventional textbooks in the history of education are too difficult for the undergraduate seems to have prompted this volume. Her purpose is succinctly stated: "The present book is frankly an effort to write an introduction to the history of education that undergraduates can read and will want to read" (page ix). Seeking to minimize what she believes is excessive devotion to names, dates, and places, the author strives to tell the story of the great teachers; to tell how, why, and what they taught, and to make them vital personalities in a real social milieu. She builds her book around the great teachers from Socrates to Montessori, bringing a clear and vigorous style to bear upon each. Her obvious enthusiasm is admirable.

If one measures greatness in terms of influence, it would be difficult for the author to justify the selection of Socrates to the neglect of Plato, or Melanchthon to the neglect of Luther or Calvin, not to mention the exclusion of Christ. But selection is a subjective matter, and compensation is found in

the treatment of Madame Montessori and others, whose work perhaps has not received the attention it deserves.

A few minor errors, such as the suggestion that Monte Cassino was the first monastery in Europe and the statement that the Arabs were responsible for the fundamentals of trigonometry, are not too serious. Perhaps adherence to the orthodox canons of historical method might have precluded these difficulties in addition to maintaining continuity.

Beautifully bound, this book contains unusually well-organized maps on the inside covers, and, although one might debate some of the definitions, the inclusion of an extensive glossary of persons and places as well as one of words and phrases is an attractive addition.

LLOYD P. WILLIAMS

DENNIS, WAYNE, *et al. Current Trends in the Relation of Psychology to Medicine.* Pittsburgh, Pennsylvania: University of Pittsburgh Press, 1950. 189 pp.

This small volume consists of eight lectures which were delivered under the auspices of the Department of Psychology of the University of Pittsburgh in February, 1950. The eight lecturers were Wayne Dennis, Robert H. Felix, Carlyle Jacobsen, Robert A. Patton, Yale D. Koskoff, Paul E. Huston, Nathan W. Shock, and Hans J. Eysenck. The lectures deal primarily with the possible future uses of psychology in the various fields of medicine. It is emphasized that there is a great need for research and for assistance by psychologists in the training of medical students and graduate physicians in geriatrics, industrial medicine, psychopathology, psychosomatic research, and vocational rehabilitation.

In medical training, the psychologist will sometimes find his place in a department of psychiatry, but as medical education progresses it is likely that departments of psychology will appear in more medical schools, and that, perhaps, in a continuing evolution, the psychologist will become a member of a department of social studies in the medical school.

All of the lecturers pointed out the need for psychological assistance in research. Opportunities for both individual and collaborative research are extremely numerous and include such fields as the etiology of mental illnesses, gerontology, community mental hygiene, and cybernetics, just to mention a few of the more challenging areas.

In all, the volume represents a fair statement of the present relationship of psychology to medicine and is an excellent presentation of the mutually advantageous interrelationships which should come about in the not too distant future.

DWIGHT M. PALMER, M.D.

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The Kellogg Project

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direction of a school program and the business management of a school, but ability to work effectively with groups in the improvement of living in the community. Another feature of

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the plan is its flexibility. The program is not a blueprint to be followed rigidly. The project will develop as it goes along under the constant guidance of the advisory committees.

Such, in very brief outline, is the plan. The College will shortly publish a booklet describing it in greater detail. No doubt there will be many reports and other publications as the project proceeds. We hope to publish some of these in future issues of the BULLETIN.

This project offers one of the greatest opportunities that has ever come to the College of Education and the associated agencies to advance the frontiers of professional education. Educators in Ohio and elsewhere will watch its progress with great interest.

R. H.E.

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